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ABSTRACT

Many higher education institutions across the United States have instituted nontraditional study programs that incorporate elements such as flexibility and individualized learning into the curriculum. Implementation of such programs serve to increase options and open doors such as: the identification of new segments of our society to be served; the use of interruption of study to enhance the educational process; the coordination of work and study to provide a total and more realistic learning experience; the nonresidential factor as a plus rather than a minus; the recognition and evaluation of experience as part of learning; new areas of subject matter and regrouping the old ones; the use of new communicative devices for instruction; the involvement of agencies other than formal educational institutions and the consequent involvement of whole communities or regions; and new financial patterns and responsibilities together with their implications for government, public and private institutions, and the individual. This document describes and gives examples of nontraditional credit by examination programs, work-study programs, credit for experience programs, and credit for home study programs. (Author/HS)

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NONTRADITIONAL INNOVATIONS IN HIGHER EDUCATION
CLASSIFIED BY MODE OF OPERATION

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NONTRADITIONAL INNOVATIONS IN HIGHER EDUCATION
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Post-secondary education has never been the sole prerogative of campus-based classroom learning. A variety of formally organized educational activities exists in the vocationally-oriented programs of business, government, the military, proprietary schools and anti-poverty programs. Cultural and leisure-oriented programs are available through museums, religious education and private associations. People also educate themselves in numerous informal nonorganized ways, through discussions, reading, T.V. and other media.

Degrees, symbolizing formal recognition of a satisfactory educational endeavor, have generally been awarded on the basis of credits accumulated through classroom experience. However, modes of educational recognition are emerging which seek to interrelate the post-secondary education process.

The new modes are generally called nontraditional study, which in itself defies a truly accurate definition, but some of its elements such as flexibility and individualized learning can be readily identified. Implementation of these two elements alone will serve to increase options and open doors such as: the identification of new segments of our society to be served; the use of interruption of study to enhance the educational process; the coordination of work and study to provide a total and more realistic learning experience; the non-residential factor as a plus rather than a minus; the recognition and evaluation of experience as part of learning; new areas of subject matter and regrouping of old ones; the use of new communicative devices for instruction; the involvement of agencies other than formal educational institutions and the consequent involvement of whole communities or regions; new financial patterns and responsibilities together with their implications for government, public and private institutions and the individual.¹

¹ETS conference address by Samuel B. Gould.

There is a considerable variation in the administrative organization, flexibility of programs, as well as motivations for initiating new arrangements for learning. The arrangements may be through single campus programs, multicampus programs and noncampus organizations. Noncampus organizations can be differentiated between those offering only courses and those offering only credit.

The new programs which have been developed are composed of one or more of the following modes of recognizing constructive learning and translating knowledge acquired outside of college into academic credit:

Credit by Exam

Although most institutions will grant credit to their own students for supervised independent study, they are more reluctant to formally recognize independent study outside the institution's own program. The examination is designed to give credit for what the student knows regardless of where or how the knowledge is acquired. The credit earned in this manner may be determined as partial or total fulfillment of degree requirements. The testing may take place at the time of the student's affiliation with an institution to determine additional learning requirements or it may take place as a terminal process to evaluate a level of proficiency (See Appendix I).

Credit for Work-Study in a College Curriculum

Work-study or cooperative education is an integration of classroom study with planned and supervised experience in educational, vocational, or cultural learning situations outside of the formal classroom environment. The essential ingredients are that the experiential phase is considered a degree requirement and that the institution assumes the responsibility for integrating it into the educational process. The term "cooperative education" is utilized due to the dependence upon the cooperation of outside agencies and educators in combining to form a superior total educational program for the students (See Appendix II).

Credit for Experience

If a college arranges for the learning experiences of students in off-campus situations as part of a regular degree program, a logical next step is to provide credit for someone who has had a comparable learning experience apart from campus affiliation. Therefore, some of the new programs provide for the substitution of qualified work experience for classroom study.

The recognition of certain kinds of experiences as being of educational value and, therefore, deserving of credit toward a degree applies to work experiences acquired prior to an individual's association with the educational institution as well as those obtained under the aegis of the institution. The United States Armed Forces, for example, has an extensive program to aid servicemen in obtaining credit for their experience.

Experience in corporate training schools, research institutes and proprietary schools are peripheral activities which were not previously directly legitimated by degree-granting institutions. Although degree granting authority may be awarded to some of the above, increasing attention is being paid to noncredited formal education and experience in promoting independent learning efforts (See Appendix III).

Credit for Home Study

The terms independent study and home study are sometimes used interchangeably. However, home study as a mode of operation refers to study which requires interaction between the student and the instructing institution. The interaction usually is in the form of lessons, assignments, or tests submitted by the student and feedback from the institution to the student on his performance.

Although home study via correspondence studies is not a recent development in education, there is a strong segment of current innovations based upon variations of the correspondence theme. Technological devices such as

television and cassettes are providing a much stronger appeal to those who are limited to pursuing their education in this manner or who prefer this type of learning experience. Totally new institutions, notably the Open University in England, have been designed in this fashion (See Appendix IV).

Appendix I

CREDIT BY EXAM

College-Level Examination Program (CLEP)

The College-Level Examination Program of the College Entrance Examination Board was introduced in 1968. Utilizing five general examinations and, ultimately, more than 100 subject examinations, CLEP is employed by colleges and universities to provide credit for individuals who have gained college-level knowledge apart from the classroom setting.

College Proficiency Examination Program (CPEP)

The basic objective of the College Proficiency Examination Program is similar to the CLEP but its services are limited to individuals desiring to pursue their studies in New York State's institutions of higher education.

New Jersey's Thomas Edison College will administer the CPEP and is working cooperatively with New York State.

Council for National Academic Awards--Great Britain

The council consists of representatives of the regional and area colleges as well as industrial interests. The council has awarded degrees since 1964 on the basis of examinations drawn up by the colleges providing the courses.

GED and USAFI Tests

Although policies of institutions awarding credit vary widely, the Commission of Accreditation of Service Experience of the American Council on Education found that the majority of colleges grant credit on the basis of the General Education Development Tests of the United States Armed Forces Institute and on the basis of other United States Air Force Institute examinations.

University of London

Individuals not enrolled in one of the constituent colleges of the University have been permitted to take the examinations required of the regular students. Successful performance on these examinations leads to the University of London degree. Students prepare for the examinations since 1858 by taking either correspondence or on-campus courses specifically designed for the degree.

Thomas A. Edison College

The New Jersey Board of Higher Education began to administer an external associate in Arts Degree in July 1972. A Baccalaureate degree in business is planned for 1973. Credit may be earned towards the degree by any combination of regular college course work, proficiency tests and special examination assessment.

Regents Baccalaureate Degree--New York State Education Department (1972)

The candidate will be able to earn his degree exclusively on the basis of examination performance. Both oral and written examinations will be used.

Appendix I
(Continued)

The University of Oklahoma--Bachelor and Master of Liberal Studies

The Liberal Studies program provides a flexible option for the adult student to achieve a level of competence required for completion of the degree. Placement tests allow the student to enter each area of independent study at his own level of prior attainment. The student completes his study at the place best suited to his own academic background, capability and time available for study.

The following are degree-granting and instructional institutions which established a new degree pattern of learning and teaching that seeks to adjust to the capacities, circumstances and interests of a different clientele than it customarily serves:

Brigham Young University--Bachelor of Independent Studies Program

New York State College at Brockport--Bachelor of Arts in
Liberal Studies

Roosevelt University--Division of Continuing Education--
Bachelor of General Studies

University of South Florida--Center for Continuing Education--
Bachelor of Independent Studies

Syracuse University--University College--Bachelor of Arts in
Liberal Studies

Appendix II

CREDIT FOR WORK-STUDY IN A COLLEGE CURRICULUM

Examples of Programs in Pennsylvania

The Drexel Plan

A five-year program consisting of a freshman year of college classes, followed by three years of alternating periods of work and study and a final year in college.

The Harrisburg Area Community College Plan

During the final semester of a two-year program, the student's week is scheduled into one-half day of work and one-half day of college classes. The work periods are arranged for morning or afternoon, four hours per day or twenty hours per week. The other half of the day is available for on-campus classes. Two students sometimes fill one job by alternating the work and study time segment.

Cedar Crest College

Either the junior or senior year is designated as an intern semester. During the intern semester, credit hours are earned partially through the internship and partially through regular classwork or independent study.

Delaware Valley College of Science and Agriculture

Every student spends a minimum of 24 weeks in college-approved employment during his undergraduate years.

Geneva College

Selected senior accounting majors work time as regular paid members of the staff in a Certified Public Accountant's office for two and one-half months.

Harcum Junior College

Retail merchandising students work six days per week for six weeks in a department store to complete their program.

Holy Family College (Philadelphia)

Students electing Psychology 307--Field Experience must participate in approximately four hours per week in-service training for one or two semesters at a school, a psychiatric center and a state hospital.

Luzerne County Community College

Hotel-Restaurant Management students must work 500 hours in restaurants and resorts during the school year and summers.

Appendix II
(Continued)

Moore College of Art

A cooperative program for seniors majoring in the professional arts provides on-the-job training in industry, merchandising and agencies. Although this training varies from 6-12 weeks among the departments, the training is a required part of the regular curriculum.

Shippensburg State College

The Social Welfare program includes a one-semester internship with a private or public social agency. Business Administration and English-Journalism programs have similar provisions.

Appendix III

CREDIT FOR EXPERIENCE

National Urban Studies Program (Department of Housing and Urban Development, 1970)

Participating institutions are: University of Northern Colorado, University of Detroit, University of Oklahoma, Manatee Junior College, Shaw University and Morgan State University are also assisting.

Government employees are instructed at local facilities or at their place of employment. The plan includes the use of equivalency exams and recognition of work experience for credit.

Nova University--Florida

A three-year off-campus program is offered for qualified professional school administrators. Completion of the program depends upon passing a written examination and pursuing a practicum in each of the eight areas of study.

University Without Walls (Union for Experimenting Colleges and Universities, 1971)

Each of the participating 20 institutions has its own program of involving students in a planned and continuing relationship with a college but not in the standard course instructional mode. The following ideas are considered basic to each program:

1. Students, faculty and administrators design and develop the program
2. A broad mix of resources
3. No fixed curriculum and no fixed time for the award of a degree
4. Broad age range
5. Utilization of adjunct faculty

Union Graduate School

The Union Graduate School, together with the undergraduate University Without Walls, form the Union for Experimenting Colleges and Universities. UGS began admitting Ph.D. candidates in 1970, one year before UWW became operational.

Students begin their affiliation with UGS at a month long colloquium. After choosing a committee of two adjunct professors, two UGS students and one core faculty, a student prepares for the certification and termination process. A degree is awarded on basis of a specific project, internship in the field of study and personal growth pattern designed by the student and his committee.

Evergreen State College

New college in the State of Washington based on the university without walls concept. It will have no divisions, no departments, no formal courses, no major course requirements or grades.

Provides programs through small cooperative learning communities usually 100 students and 5 faculty members meeting as participants in seminars. Field of study will focus on the environment and human development.

Appendix IV

CREDIT FOR HOME STUDY

Adult Learning Program Service (ALPS)

The Corporation for Public Broadcasting is developing a ten-year series of adult educational television projects. The corporation hopes to have 35 hour-long programs ready for distribution by winter of 1973.

Australian Universities

Since 1970, degrees can be earned at 6 of the 15 Australian universities largely by correspondence. Approximately 7,000 students are enrolled in the external program.

British Open University

A new institution that utilizes a specially designed curriculum for the adult audience. The specially prepared texts and workbooks are geared to an independent learner studying at home, instruction is beamed to the student's home at convenient hours via radio and television, learning centers, tutors and inexpensive kits are also provided.

Courses by Newspapers

A \$96,000 grant was given to the University of California at San Diego to develop and test college-level courses which will be disseminated to, and printed in, nation's newspapers. Pilot course entitled The Future of Man will consist of 20 "sessions" of about 1,400 words each. Each "session" will be written by a distinguished university academic. Copley News Service, with more than 800 newspaper outlets, has agreed to distribute materials without cost for 20 lectures.

Course will be aimed at casual newspaper reader who might read all or part of material, reader who seeks added knowledge and reader who wants college credit. Those who seek credit will meet twice each semester at a participating nearby campus. They will receive a reading kit estimated to cost \$15 and will take examinations.

TV College of the Chicago Junior College System

Utilizing TV, students are able to receive the basic instruction needed to qualify for an A.A. degree in their own homes.

Colorado State University

Master of Science degree in atmospheric, civil, electrical, industrial, or mechanical engineering.

Video tapes of on-campus classes are delivered several times each week by courier to play-back units located in industrial offices in the area. Students are also able to arrange for repeat or make-up showings.

Appendix IV
(Continued)

Japan's Open University

Japan has launched a University of the Air which will transmit lessons on a commercial radio network for an experimental period of six months.

The New Jersey Open College

The New Jersey State Board of Higher Education is utilizing materials developed by the Open University in England in a one-year pilot program at Rutgers. (Other colleges experimenting with the materials are the University of Houston, University of Maryland and San Diego State College and University.)

The U.S. programs will not rely upon radio or TV but will supplement home study with frequent visits to neighborhood learning centers where films and tutorial help will be available.

University of South Carolina--Televised Master in Business Administration Degree

This program makes use of the closed-circuit television network of the South Carolina Educational Television Center. Facilities of the university's regional campuses, classrooms at technical education centers and high schools are used as outlets in approximately a dozen locations throughout the state. Leased telephone lines provide talkback links to the live classroom.

Empire State College

New York's venture to aid students in obtaining off-campus degrees is situated in Saratoga Springs. A resident faculty assists nonresident students in undertaking individual programs through correspondence work, independent study, televised instruction as well as regular courses at any of the colleges in the Suny system.

New York University's Sunrise Semester

Since the TV series began in 1957, a new course has been developed each semester. The series is presented in color over 85 stations of CBS which also absorbs production costs and provides free use of studio space and of technical personnel.

The courses are offered for credit by NYU and about 40 other colleges and universities which set up their own administrative procedures, tuition, schedules and accreditation.

Stanford University--Master's Degree Program in Engineering

Instruction is brought to students in classrooms located on business and industrial sites in the San Francisco and Berkeley areas. Students are also able to talk with their instructors via telephonic links with the on-campus class.